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ABSTRACT

Consisting in part of articles and ideas submitted by special educators, the information packet is designed to help teachers define the particular area of phonetics in which assistance is needed. Sections cover a breakdown of the various components in learning sounds, steps for teaching initial consonants, class activities for teaching the vowels, a phonics worksheet, rules for breaking words into syllables, and descriptions of games and activities related to phonetics. (SBH)

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PHONETICS

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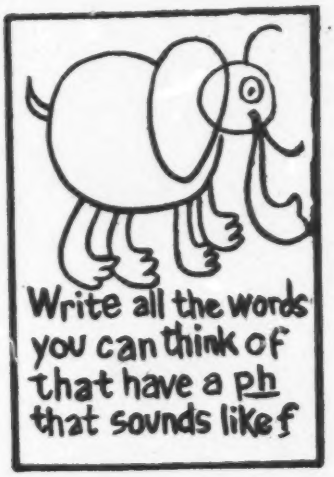

DUVAL COUNTY, JACKSONVILLE, FLORIDA

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INFORMATION PACKET/PHONETICS

INTRODUCTION

THE INFORMATION PACKET FOR PHONETICS IS DESIGNED TO HELP TEACHERS DEFINE THE PARTICULAR AREA IN WHICH THEY REQUIRE ASSISTANCE. THE STEPS IN LEARNING SOUNDS PROVIDES A BREAK DOWN OF THE VARIOUS COMPONENTS AND SHOULD ASSIST THE TEACHER IN PINPOINTING A SPECIFIC DEFICIT AREA.

IN ADDITION, THERE ARE SAMPLE CLASSROOM ACTIVITIES AND GAMES THAT CAN BE CONSTRUCTED BY THE TEACHER.

THE INFORMATION CONTAINED HEREIN HAS BEEN COLLECTED OVER A NUMBER OF YEARS FROM A VARIETY OF SOURCES: ARTICLES AND IDEAS SUBMITTED BY SPECIAL EDUCATORS WHICH THEY THEMSELVES ORIGINATED OR FOUND USEFUL.....CLIPPED FROM VARIOUS PUBLICATIONS, HANDOUTS FROM UNIVERSITY COURSES AND CONSULTANTS, ETC.

WE REGRET THAT, DUE TO THE MEANS BY WHICH THESE IDEAS WERE COLLECTED, THE ORIGINAL AUTHORS ARE NOT ALWAYS CREDITED AS THIS INFORMATION WAS NOT AVAILABLE TO US.

FLRS/CROWN
JACKSONVILLE, FLORIDA

SUMMER, 1975

Dr. Thomas Arena

The Thirteen Steps in Learning Sounding

Dolch -- Appendix A
Problems in Reading

1. THE SOUND OF SINGLE CONSONANTS
The greatest help in attacking new words is to know how the word begins. This does not mean the name of the letter but the sound of the letter. If you know the beginning sound, you can often guess what the word has to be to fit into reading. So teach, first of all, the sounds of all the consonants. A child should be able to go down a page sounding the beginning of every word.

2. THE SOUNDS OF CONSONANT DIGRAPHS
When a child is finding out how words begin, he will soon come across the combination, ch, sh, th, and wh, which are called consonant digraphs. He will try to sound each of these as two letters unless he is taught otherwise. As with the single consonants, these sounds can be developed from common words such as child, church, chickens, etc.

3. SHORT SOUNDS OF THE VOWELS
After learning the consonants, the child needs to know that the usual sounds of the vowels are the short sounds, a, e, i, o, u. Teach these by key words such as bat, bet, bit, hot, but. These sounds are hard for children to remember because in spelling we always call the vowels by their names, but in reading the names do little good. The usual sounds of the vowels are the short ones. The sounds of vowels are easily taught by use of Phonic Lotto, published by Garrard Press.

4. THE LONG SOUNDS OF THE VOWELS
The long sounds of a, e, i, o, and u will already be known to children from spelling, but the fact that they need to know about the long sound is that it is practically never used unless there is a special reason. Rules 5 and 6 gives these reasons.

5. THE LONG SOUND OF THE VOWEL IS SHOWN BY SILENT FINAL E
Children will not have noticed that the final e on words is never sounded (except in a few words from the French). Then why is the final e there? It is there to show that the vowel before it is long. Children can discover this from the words they know.

a e i o u y

6. DOUBLE VOWELS GIVE THE LONG SOUND OF THE FIRST VOWEL

When two vowels come together they are sometimes called double vowels and the first is long and the second is silent. But do ont teach this as a rule. Teach that ai and ay give long a, ee and ea give long e, oa gives the sound of o. (WHAT ABOUT BOA)

ai

7. SOME VOWELS COMING TOGETHER ARE CALLED DIPHTHONGS AND HAVE SPECIAL SOUNDS

Not all vowels coming together follow rule 6. Some sets of vowels with special sounds are oi, oy, ou, ow, oo, eu, ew (some of these sets contain consonants that act as vowels). Teach each of these separately from common words as the need for them arises.

8. VOWELS WITH R HAVE A SPECIAL SOUND

When r follows a vowel, it nearly always has a special sound, as heard in car, her, sir, for, fur. This fact can be learned at any time, and does not necessarily follow those before.

r

9. C AND G HAVE THE SOFT SOUND BEFORE E AND I

The difference between the hard and soft sound of these two letters is seen in the words country and city, gold and gentle. Rules 10 and 13 explain breaking up of long words so that they can be sounded in pieces. They are needed from the fourth grade on because the child must help himself in recognizing words in reading. These rules need reteaching in all grades, all the way through high school.

10. TAKE OFF COMMON BEGINNINGS AND ENDINGS

Taking off common beginnings and endings is a natural way to attack a long word. Perhaps after the ending is taken off, all that is left is a common word already known such as headed, finding, contented, encampment, and so on. Take off the beginning and ending and you may know the word.

11. AS MANY SYLLABLES AS VOWELS

Finding the syllables is done by finding the vowels. Each vowel is a sound and each syllable is a sound; therefore, each vowel means a syllable (unless some vowels go together as in double vowels and diphthongs, which are already learned).

12. DIVIDED BETWEEN TWO CONSONANTS OR IN FRONT OF ONE

Separate the syllables by the simple rule "divide between two consonants, between vowels or in front of one consonant," as in sup ply, po ta to, num ber, la dy, etc. It must be understood that this dividing is only to help the child to recognize the word. It is not always the way to divide that is right for division at the end of a line. For instance, the rule would give us spel ling, which is all right for recognizing the word, but for writing the divison is spell ing. To divide a word when writing, use the dictionary. That is the only way to be sure. In dividing into syllables there is a sub-rule, which is "Never divide the r from the vowel in front of it." Usually ar, er, ir or ur stay together as in mor al.

13. OPEN SYLLABLES ARE LONG; CLOSED SYLLABLES SHORT

When you divide "between two consonants or in front of one," some syllables end in a consonant and some end in a vowel. If the syllable ends in a vowel, it is called "open" and the vowel is usually long. If the syllable ends in a consonant, it is called "closed" and the vowel is usually short.

In syllabication, be prepared, as in all sounding, for many exceptions. The English language was not made by rules. It just grew up over long centuries. As a result, there are customs based upon the origin of words, such as the one that you do not divide a root syllable. The only trouble is that children cannot know about roots of English words. So do not be bothered if the simple rules we have given do not exactly fit all words. They will not do so. But they will do a definite thing. They will enable the child to get somewhere near the sound of the word and thus make it possible for him to recognize what word is meant.

Be sure to emphasize to all children one important fact. No one can expect to sound out a word he has never heard and to get the word just right. For one thing, he would not know where to accent the word. Then some part of the word is very likely not to fit the rules. The rules are not to tell the right sound of the word. They are only to help the reader to recognize a word he already knows by hearing. So the pupil should use his rules, sound the word the best he can, and then ask himself what word that he knows is suggested. If he still does not think of a word that fits in with the context, he must go to the dictionary. So sounding is just "to recognize a word known by sound but not by sight."

BREAKING DOWN THE SOUND BARRIER

SSSSS ssssssound

Sr. M. Caroline

1. First part of the method informs the child of the consonants and consonant clusters, such as th, sh, and kn. This is foundation upon which basic sight vocabulary is built.

2. Next, present vowels---long and short vowels---but not until consonants have been thoroughly learned.

3. Third, show child how to deal with vowel sounds in words. Begin with simple vowels. Short vowel sounds predominate in English. The vowel is short unless one of these five situations occur:

   a) A final silent "e" makes the preceding vowel long.
   b) Vowel is part of a diphthong or digraph.
   c) Vowel is modified by an "r".
   d) Vowel is at end of a short word or accented syllable.
   e) The word is an exception.

If the vowels are not a diphthong, try them as a digraph. There are three kinds of digraphs:

1. Where the first vowel has the long sound and the second vowel is silent. (rain)

2. Where the first vowel does not have its long sound and the second vowel is silent. (haul)

3. Where the first vowel is silent and the second may have either its long or short sound. (eulogy)

If the digraph sound does not produce a word that makes sense in the context, teach the child to pronounce each vowel separately, as in violin or piano. When the child has achieved a pronunciation, have him answer these four questions:

1. How does the word begin?
2. What are the vowels?
3. What do the vowels say?
4. What is the word?

This method of analysis is a way of surveying a word, of thinking about it and of reporting about it. This method of phonetic analysis is only one part of "word attack" and is supported by three other parts:

1. The sight word
2. Structural analysis
3. Context clue

TEACHING SINGLE INITIAL CONSONANTS

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Basic Steps in Teaching a Phonetic Element

In teaching any phonetic element there are four basic steps, as follows:

I. Recognition
   A. Auditory
   B. Visual

II. Association--Associating sound and symbol

III. Application
   A. Substitution technique
   B. Use of phonetic principles

IV. Combining context and phonetic clues

These four basic steps are illustrated below, using a single intial consonant, the consonant "d". Obviously, the same basic procedure is followed in teaching other single initial sounds and consonants. It should be recognized, however, that "q" is never taught as a single consonant sound, but always with the vowel "u". Also, the hard and soft sounds of "c" and "g" are usually postponed until after children have had considerable practice in dealing with other single consonant sounds. (See the teachers' manuals for suggestions as to when and how to teach the variable sounds of "c" and "g".)

Step I: Recognition

Auditory recognition. -A-(Place in the pocket chart or on the chalk rail picture cards of doll, dog, door, and desk. Then point to the cards.) What is the name of each of the four things you see in these pictures? Mary? That's right, the names are doll, dog, door, and desk. Now listen while I say the four words again. Listen for the sound with which each word begins. (Say the four words, slightly elongating but not isolating the sound of the initial "d". Do not print any of the words on the blackboard or try to teach pupils to read them.) In what way do the four words sound alike? Billy?...That's right, they all begin with the same sound.

(Note: If children have trouble understanding just what is meant by "beginning", have them watch your lips or put their finger on their own lips and listen to the first sound they make when they

say a word. Continue with the above type of exercise until children can hear the sound of a particular letter at the beginning of words.)

B. (Place in the pocket chart or on the chalk rail picture cards of doll, door, hat, and desk. Then point to the cards.) What is the name of each thing you see in these pictures? Joe? ...Yes, the names are doll, door, hat, and desk. Now listen while I say the four words again. Listen for thw word that does not begin with the same sound as the words down and do. (Say the four words, slightly elongating but not isolating the sound of the initial consonant. Do not print any of these words on the blackboard or try to teach pupilt to read them.) Which word does not begin with the same sound as the words down and do? Alice? ...That's right, it is the word hat. (Use the other examples in which one of the words does not begin with the sound of "d".)

C. Listen while I say the word down three times. Listen for the sound with which it begins. (Say down three times slightly elongating but not isolating the sound of the initial consonant.) Now who can give us other words that begin with the same sound? (If any word given does not begin with the same sound as down, say the word, and down so that pupils can hear that the two words begin with different sounds. Do not print any of the words on the chalkboard or try to teach the pupils to read them.)

D. (Place in the pocket chart or on the chalk rail picture cards of nail, wagon, door, hammer, dog, tent. Then point to the cards.) Think of the name of each of the six things you see in the pictures. What are the names? Joe? That's right, they are nail, wagon, door, hammer, dog, tent. (Do not print any of the words on the chalkboard or try to teach pupils to read them.) Who will hand me a picture that has a name which does not begin with the same sound as the words down and do. Sue?...Hand me another picture that has a name which does not begin with the same sound as the words down and do. Bobby? Continue this until all the pictures are chosen. (Play a game in which the pupils are instructed to clap their hands whenever they hear a word that does not begin with a designated sound; in this case, "d". For example, say, "Clap your hands when I name a word that does not begin with the same sound as the words down and do. Repeat such words as day, dime, bar, doll, cake, dinner, did, take, etc.)

(Note: The amount of practice in auditory discrimination, as outlined in steps A-D above, will depend upon the needs of the group and the amount and nature of previous training in auditory discrimination.)

Visual Recognition--(Note: The primary purpose of this step is to make certain the children know at sight the name of the letter in question.) Print down, Down, do, and Do on the blackboard. Both down and do are sight words which the children have previously learned to recognize.) What is each of these words? Tom?...Yes, two of the words are

the word down and two of them are the word do. (Point to the first letter in down and Down.) With what letter does the word do begin? Mary?...Yes, it begins with "d". (Show a card with the lower case "d" on it or print it on the chalkboard.) You know that a small "d" looks like this. (Show a card with the capital "D" on it.) You know that a big "D" looks like this.

Step 2: Associating Sound and Symbol

(Print down and do on the chalkboard.) Here are two words that we have learned to read. In what way do they look alike? Sally?.. That's right, they both begin with the same letter. What is it? Sam?...Yes, it is the letter "d".

Let's all look at and say these two words (down and do). While we do that, think of two ways in which they are alike. In what two ways are the words alike? Joel?...That's right, they begin with the same sound and the same letter. That sound is the sound we hear at the beginning of doll, dog, door, do, down, day, dime, and done. It is the sound that the letter "d" has at the beginning of words.

(Note: As each consonant sound is introduced and developed to this point, prepare a consonant chart for the consonant. Such a chart would have a picture of something beginning with the consonant in question. Directly beside the picture or underneath it should be the consonant in both lower case and capital form. There should be a key sight word by the picture. If it is a single consonant chart, be careful not to use pictures of objects beginning with a blend of digraph. For example, do ont use a picture of a dress to represent the sound of beginning "d". Add sight words beginning with the consonant in question to the chart as they are learned in the reading lessons. Keep these charts on display in the room so that children can refer to them as needed.)

Step 3: Application (Substitution)

(Print the words Tip and not on the chalkboard.) We know these words. Let's say them together...We have just learned the sound that the letter "d" has at the beginning of words. Let's see whether we can use that letter and its sound to find out what some new words are. (Point to Tip.) Look at this word. You know this is the word Tip. Watch while I take away the "T" and put a "d" in its place to make the word dip. (Point to the word not.) Look at this word. You know it is the word not. Watch while I take away the "n" and put a "d" in its place to make the word dot. (Always remember to start with a known word before substituting initial consonants. Use several other known words for substituting "d". For example, pig, town, etc.

After several consonants have been learned through step 3, more than one may be substituted in a given key word. For example, the word lake may be changed to make, take, rake, fake, sake, etc. In

substituting known consonants, write in the letter but do not name it. Put this responsibility on the children. Another variation would be to ask the children to tell you what letter you would have to write to change, say the word "lake" to the word "take".

Step 4: Combining Context and Phonetic Clues

It should be remembered that no system of sounding is perfect. The application of sounding techniques may bring one only close to the correct pronunciation of a given word. Therefore, it is extremely important that the child always check with the context, the pronunciation he arrives at through sounding to make sure that it makes sense. Training in combining context, word-form, and phonetic clues is a modern program's safeguard against making the teaching of word identification the mechanical thing it was in the past. It is also a safeguard against the random guessing that many children do when they use context alone. When a child is alert to clues from the context of the sentence, he is thinking as he reads, and this is of vital importance. But the context alone is not enough. The reader must combine his sounding techniques with context.

Obviously, the degree to which words can be worked out by the application of sounding and context will depend upon two factors: (1) the strength of the context clue, and (2) the extent of a child's knowledge of sounding at the time. For example, if a child, at a given point in his training has been taught only single initial consonant sounds, the number of words he will be able to work out for himself will be extremely limited. On the other hand, as he acquires a knowledge of consonant blends and digraphs, vowel sounds, and vowel principles, he should, by combining this knowledge with context, be able to work out for himself also almost any one-syllable word he encounters in a contextual setting.

It is extremely important, then, as a final step in teaching a given phonetic element, to give the child practice in combining this element with context. For example, in teaching the initial consonant "d", sentences such as the following might be used:

It's warm in here. Please open the d_____.

He took the shovel and d___ a big hole.

It is a cold d____. Snow was on the ground.

The boys walked d____the street together.

TEACHING THE VOWELS

Introduction

Vowels must be taught somewhat differently from consonants, for the reason that it is not the individual vowel letter which indicates the vowel sound (or phoneme) but rather the spelling pattern of the word in which the vowel occurs. For example, in the word man, the spelling pattern CVC (consonant-vowel-consonant) indicates to the reader that the vowel sound will be short a. In name, the spelling pattern CVCE (consonant-vowel-consonant silent E) indicates that the vowel will be long.

The following are the major spelling patterns of English as adapted from Linguistics and Reading by Charles C. Fries (Holt, Rinehart and Winston, 1963, pp. 169-182):

1. CVC, or consonant-vowel-consonant
   hat let sit cot but
   In this pattern, the vowel sound is short.
   Variations of this pattern include:
   a. Consonant digraph in place of one or both of the consonants than with
   b. Consonant blend in place of one or both of the consonants span must clasp crunch
   c. Doubled final consonant - pass puff

2. CVCE or consonant-vowel-consonant-silent E
   bake dime hope tune
   In this pattern, the vowel sound is long
   Speech blends or consonant blends may occur in the place of the initial consonant: slope stripe

3. CVVC, or consonant-vowel-vowel-consonant. This pattern has much more limited application:
   a. Long E sound
      double E: week feet
      E plus A: beat read
   b. Long A sound
      A plus I: bait plain
      A plus Y: slay pray
   c. Long O sound
      O plus A: soap coat

Teaching Procedures

1. Introductory procedures

   a. Teach the difference between vowels and consonants. The child should be able to name the vowels, and to tell whether a given letter is a vowel or consonant.

The teacher should understand that vowels and consonants differ mainly in two respects:

1. Production:
   (a) Vowels: the stream of air coming from the lungs passes through the mouth and nose with no audible friction.
   (b) Consonants: those sounds in which audible friction is produced (fricatives, sibilents, stops, and nasal). Most consonant sounds cannot be pronounced in isolation without distortion, i.e. without the addition of a vowel sound

2. Consistency:
   (a) The consistency between phoneme and grapheme is greater with consonants than with vowels. Vowel sounds may be short, long, r-controlled, etc.
   (b) Teach the terms "long" and "short". In the long vowel sound, the vowel"says its name." Most children in the clinic will be familiar with these terms.

Auditory discrimination of long and short vowel sounds:

The teacher pronounces pairs of words and asks the child to tell which word has the long vowel sound, in which one he hears the name of a vowel:

rain-ran set-seat kite-kit cost-cot
cute-cut

---

2. Teach the long and short sounds of the vowels, one at a time.
   A. Teach the sounds of A.
      1. Teach the long A.
         Step I. Teach the sound of long A (Corresponds to McKee's Step One)

2

         a. Read a list of long A words: bait, pane, claim, stay. Ask how these words are alike. (In all of them the A is long, or the A "says its name.")
         b. Ask the child to give other words containing the long A sound. If necessary, help him by suggesting that he give words that rhyme with words already given. Ask riddles, such as "I am thinking of a long A word which names a place to swim." (lake)
         c. Write the lower-case "a" on the board during this procedure, with the diacritical mark indicating the long sound. Have the child say many long A words, and stress that they all have the long A sound, or that the A "says its name."

d. Read pairs of words. Ask the child to tell which word of each pair has the long A sound. (green-grain fine-fame hail-home climb-claim pan-pain ran-rain race-rat) Continue this until he can do it without error.

Step II. Teach the position of long A

a. CVCE words
(1) List words from the sight vocabulary which follow this spelling pattern: make made cage late. Ask the child to read the words. Ask him how the words are alike. (They all have the long A sound and they all have a medial A and silent final E.)

(2) (Step Three) Lead the child to make the generalization that when A is followed by one consonant and a silent E, it is usually long (says its name). Do not make this generalization for the child; it will have meaning only if he makes it himself.

(3) Apply the generalization
(a) (Step Four) Add a final E to known CVC words: can-cane mad-made Sam-same
(b) Have the child write word-family lists: make-take-lake-fake-rake
(c) (Step Five) Apply the skill together with other word analysis skills in reading new words in context. (Just one new word to each sentence)
The bear is in a cage.
He hurt his foot. He walks with a cane.
There was smoke but no flame.

B. CVV(C) words, in which A is followed by I or Y.

(1) List words from the child's sight vocabulary follow this spelling pattern: paid say afraid play
Ask the child how these words are alike (the A is long and the A is followed by I or Y which is silent.)

(2) Help the child to make the generalization that when A is followed by I or Y the A is usually long and the other vowel is silent. (He may know this statement: "When two vowels go walking, the first one does the talking and the other is silent."

(3) Apply the generalization
   (a) Add I to familiar CVC words:
   can-cain pad-paid pan-pain lad-laid
   (b) Have the child build word-family lists:
   say-pay-hay-clay-stay-ray
   (c) Apply together with other word analysis skills in reading sentences:
   I have no car. I will take the train.
   Do you believe him? He claims he went to New York.
   That animal is called a crayfish.

Teach the short A

Step One: Teach the sound of short A. Aduitory Discrimination

a. Teacher reads a list of words: after apt ant advice
How are these words alike? (all begin with the same sound, a.) Isolate the sound. It is the sound you make if something doesn't taste good.
b. Listen to these words: can pat glad jam sad
How are they alike? (All have that same vowel sound, in the middle this time.)
c. Listen to these pairs of words. Tell me which word has the sound we hear at the beginning of apple and in the middle of man. ache-ant plain-plan every-after
d. Ask the child to pronounce more words with this same sound. To help him think of more words, ask him riddles and encourage him to give words which rhyme with words already named.

Step Two: Teach the position of short A in the CVC spelling pattern.

a. Write several CVC words from the child's sight vocabulary
can man had bat
When the child has read them, ask him what he notices about all these words. (medial A, short A sound.)

Step Three: Guide the child in making the generalization that A is the only vowel appearing between two consonant sounds, it usually has the short sound, as in "man."

Step Four: Apply the generalization in isolated words.

a. By substituting A for the vowel in familiar CVC words:
him-ham hit-hat Jim-jam
b. By writing lists of rhyming CVC words in which the vowel is A: sat-pat-fat-rat-that
c. Note: Include in these lessons words with speech consonants, consonant clusters, and doubled consonants in initial and/or final position.

Step Five: Apply the generalization with other words analysis skills in reading new words in context.

The baby sat on my lap.
Another word for boy is lad.

3. Teach the r-controlled A.

Step One: Teach the sound of the r-controlled A. Auditory Discrimination.

3

a. Teacher reads a list of words: bar tar char
How are these words alike? (All rhyme; all end with the same sound; isolate the sound)
b. Provide more examples of the sound, with the child's help. Use riddles, rhyming words, game "I'm going into the army; I'll take along my car, etc."

Step Two. Teach the spelling ar.

a. Write several words from the child's sight vocabulary such as: car far art
When the child has read them, ask him how they are alike. (All have combination ar)

Step Three: Guide the child in making the generalization that when A is followed by r, the sound of A is neither short nor long but has a special sound, such as that in car. Provide key word card, perhaps with a picture of a car.

Step Four: Apply the generalization in isolated words.

a. By writing lists of rhyming ar words. (Let the child do this. car-far-etc. arm-farm-etc.
b. By adding R to CVC words with a medial A: am-arm pat-part ham-harm

Step Five: Apply the generalization along with other words analysis skills in reading new words in context:

Have you ever read the story of the tar-baby?
Joe can't play after school because he has to go to the barber.
Part of a circle is called an arc.

Sections B through E of this outline deal with the rest of the vowel sounds. Detailed lesson plans are not given. Pattern your lessons for these vowels after those given for the teaching of A. Be extremely careful in your selection of examples; be sure that the word you choose illustrates the generalization.

* * * * * * * * * * *

B. Teach the sounds of E

1. Teach the long E.

Step I. Teach the sound of long E
Step II. Teach the position of long E in the CVVC pattern and its variations.

a. E - E as in beet, steep
Teach steps II through V.
b. E - A as in beat, cream, least
Teach steps II through V. (Note: there are many exceptions to this generalization, such as bread. Choose your examples with caution. In some cases, the same spelling has two pronunciations, as in read, lead. Teach the child to try the long E sound first.)

2. Teach the short E

Step I. Teach the sound of short E
This is a difficult sound to discriminate. Use a good key word and many examples. Be sure that the child can discriminate the sound before you go on.

Step II. Teach the position of short E in the spelling patterns CVC and its variations: let then west blend less.

Step III. through V.

3. Teach the r-controlled E, in Steps I-V.

C. Teach the sounds of I

1. Teach the long I

Step I. Teach the sound of long I as in mile, fine.

Step II. Teach the position of long I in the CVCE pattern and its variations: lit shin risk skill

Steps III through V.

3. Teach the r-controlled I, in steps I - V. Note: the spellings ir, er, and ur, are all associated with approximately the same sound. Teach separately, but make note of the similarity.

D. Teach the sounds of O

1. Teach the long O

Step I. Teach the sound of long O.

(a) in the CVCE pattern and its variations: done spoke. Follow Steps II - V.
(b) In the CVVC pattern (o + a) and its variations: goal throat. Follow Steps II - V.

2. Teach the short O.

Step I. Teach the sound of short O

Step II. Teach the position of short O in the CVC pattern and its variations: cop shot clock moss

Step III through V

3. Teach the r-controlled O, in Steps I - V.

E. Teach the sounds of U.

1. Teach the long U.

Step I. Teach the sound of long U.

Step II. Teach the position of long U in the CVCE pattern and its variations: huge flute

Steps III through V.

2. Teach the short U.

Step I. Teach the sound of short U

Step II. Teach the position of short U in the CVC pattern and its variations: run shut cluck

Steps III - V.

3. Teach the r-controlled U, using steps I through V.

ADDITIONAL HELPS

1. Sources of words for examples:

   a. Fries, Linguistics and Reading, pages 169-18[illegible].

   b. Boston University word list

   c. Basal reader vocabulary lists

   d. Helson, A First Course in Remedial Reading

2. As you teach the series of lessons on vowel sounds, build some sort of chart or bulletin board representing the spelling patterns, the vowel sounds, and examples of each, so that the child can see the information in an organized form.

3. A helpful device in teaching step IV for the vowel sounds is a guide such as the one below, to be drawn on the board or on a sheet of paper.

PHONICS WORKSHEET

The child is to fill in the spaces with real words and to practice pronouncing them in columns or in rows. (The former is much easier, since the words rhyme.)

	ab	at	ar	ad	ag	ap
b						
t						
h						
l						
g						
m						
n						
cl						
bl						

RULES FOR BREAKING WORDS INTO SYLLABLES

I. There are as many syllables as there are vowel sounds. Syllables are determined by the vowel sounds heard — not by the number of vowels seen.

phonics	release	which
write	cheese	precaution

II. Syllables divide between double consonants — or between two consonants.

lit tle	sud den	but ton
sum mer	cat tle	tun nel

III. When two different consonants come between two vowels, the division usually comes between the consonants.

don key	af ter	can vas
bas ket	pen cil	win dow

IV. When a single consonant stands between two vowels, the consonant usually goes with the following syllable.

be gan	ea ger	di rect
fa mous	ho tel	pu pil

V. As a general rule, do not divide consonant digraphs (ch, th, etc.) and consonant blends (pl, cl, cr, tr, st, etc.)

teach er	ma chine	mus cle
broth er	tem ple	se cret

VI. The word endings: ble, cle, dle, gle, kil, ple, tle, zle, constitute the final syllable.

mar ble	sin gle	an kle
ket tle	pur ple	har dle

VII. In general, prefixes and suffixes form separate syllables.

re load ing	[illegible] less	di agree ment
un fai[illegible]	[illegible]ke ly	re heat ed

TEACHING INITIAL SOUND BLENDS: A MODIFICATION OF THE GAME, "CONCENTRATION"

Fran T. Robinson is a Research Assistant with the C.E.C. Information Center and a former high school teacher in Hope Mills, North Carolina and McLean, Virginia.

*For students who are having difficulty learning initial consonants and blends, a variation of the game "Concentration" can provide a fun way to get needed practice in this area. This game, which can be used with slow learners and mentally retarded students, relaxes the self-conscious problem reader and develops concentration and memory.

CONSTRUCTION OF THE GAME

Materials needed are 24 5" X 8" cards, a pegboard and pegs, magic markers and crayons, scissors, and old magazines. The students can help construct the game themselves. On each of the 24 cards, print one of the words from a list of 12 word pairs (one word to a card). It will help to use a different color or underline to draw attention to the initial consonant or blend. The student can cut out appropriate pictures to match each word. On the reverse side of each of the 24 cards, a number from 1 to 24 is printed. Make sure that all printing and numbers are large enough to be seen by all the group. Make a hole in each card so cards can be arranged on the pegboard. One possible arrangement is six cards across and four cards down.

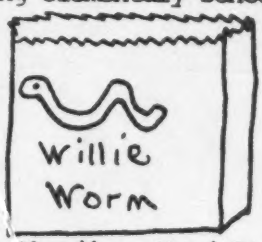
DIRECTIONS FOR PLAYING THE GAME

Two to ten students can play at a time. Hang all the cards on the pegboard, number sides facing the players. The first player chooses two numbers and the corresponding cards are turned over. The student reads the two words aloud. If the initial consonant or blends are the same, the play has a "match," is given the cards to hold until the end of the game and chooses two more numbers. His turn continues until all matches have been removed from the board. The player with the largest number of pairs wins the game. After a little practice, students can make up their own pairs to use for future games. Suggested pairs are:

Initial Blends	*Initial Consonants*
tree-train	light-lion
clock-clown	car-cat
flower-floor	baby-bacon
plane-plant	paper-pan
glass-glove	teacher-television
stove-steak	water-watch

FEEDING THE ANIMALS: A WORD STUDY GAME

Glenda C. Halter, a former student at Dakota State College, Madison, South Dakota, is now teaching elementary school in Elkton, South Dakota



Descriptors: *Language Arts, Phonetics, Sound Blending, Word Study Skills, Educational Games, Elementary Grades, Mentally Handicapped, Slow Learners, Reading Difficulty.*

*Various methods of teaching can make learning more fun. One approach to mastering initial sounds is the following: Hang paper sacks from the chalkboard tray. On the front of each sack place a picture of an animal whose name begins with the sound you want to teach. Use an alliterated first anme to reinforce the sound you are teaching, e.g. "f"——Fannie Fish. Write both names below the picture.

Begin with animals whose names begin with the sound of the first letter of the name, e.g. Minnie Mouse, Danny Deer. Next use animals whose names begin with a blend, e.g. Spanky Spider. Last, use animals whose names begin with sounds which do not take the name of the letter which they begin, e.g. Cassy Cat.

Have the students find pictures that begin with the same sound as the name of the animal on the sack. By placing thier pictures in the proper sack, they are thus "feeding the animals." This could be used not only for initial sounds, but also for final and medial sounds, rhyming words, etc. Examples of animals whose names begin with letters which take the sound of that letter are listed below:

B	Billy Bear	M	Millie Mouse
D	Danny Deer	P	Porkey Pig
F	Fannie Fish	R	Rocky Rooster
G	George Gerbil	S	Sammy Salamander
H	Harry Horse	T	Tizzy Turtle
K	Kelly Kangaroo	W	Willie Worm
L	Lilly Lamb	Z	Zeke Zebra

PRACTICE WITH INITIAL SOUNDS

William Erickson is a teacher in the Salt Lake City Public Schools, Salt Lake City, Utah.

Descriptors: *Language Arts, Word Study Skills, Consonants, Sound Blending, Educational Games.*

*Frequently, students will mispronounce initial sounds because they cannot identify single consonant sounds, consonant blends, or digraphs, or because they do not have the ability to blend phonic or syllabic components.

The following game will help students overcome these problems, by providing practice in initial sounds and blending known phonograms.

CONSTRUCTING THE GAME

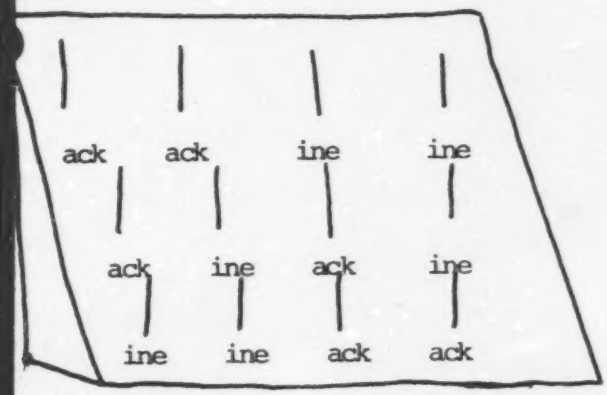
1. Use a 4' x 4' pegboard.
2. Mount pegs approximately 6" apart horizontally and vertically.
3. Build a support frame for the pegboard and set it at about a 45 degree angle.
4. Devise a labelling system to place in front of each peg that can be revised constantly. Often masking tape provides an inexpensive labelling technique. A metal slot holder designed to hold a 1" x 3" card would be the most permanent labelling technique.
5. Label a series of plastic or cardboard rings with single consonant sounds, consonant blends, and consonant digraphs. Divide the rings into two sets: (a) single consonant sounds and (b) consonant blends and digraphs.

USING THE GAME

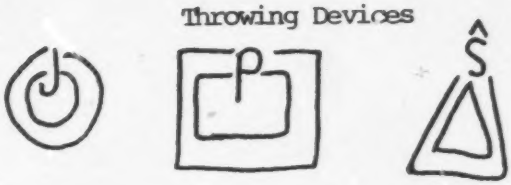
1. In choosing the initial consonant sounds you plan to use, consult the diagnostic data you have collected and identify those sounds with which your students are having difficulty. To provide some beginning success with the game, include some sounds which the students already know.

2. Start with 2 or 3 letter words (regular words or nonsense words) with a single initial consonant, e.g. gi, boy, sug.

3. Instruct the student to toss a ring around any peg and then pronounce the word on the label under the peg on which his toss lands.



Throwing Devices



4. Later, go to 4 letter words to allow for additional practice in sound blending. Make sure the student says each word after he blends the two phonic units.

5. When the student has the hang of the game, especially the motoric skill involved, have him use the labeled rings. At this point, instruct the student to (a) say the word on the ring toss, (b) ring the peg over the matching label and (c) to say the word after he has ringed it. This provides additional practice in pronunciation as well as practice in visual matching.

6. Provide the student with an opportunity to use the words on the pegboard in a sentence, e.g. have them read a sentence from the chalkboard or in their books. This type of multisensory experience can help reinforce learning.

7. Gradually begin to introduce initial blends and digraphs.

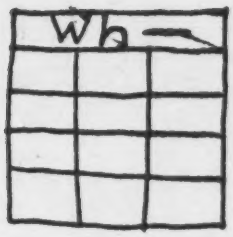
8. This same technique can be adapted for drill with medial and final consonants as well as work with vowels.

9. Nonsense words should be pronounced with equal effort. The ability of the student to say a nonsense word will provide the teacher with a clue to the child's ability to say the initial sound unit and to blend the initial sound unit with other phonic units.

10. The use of various types of scoring techniques will help stimulate interest. Just the throwing of the ring is enough motivation for most students.

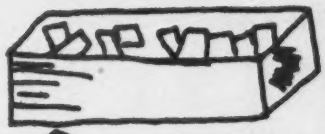
11. The Peg-Ring Board can be used for many types of drills by simply changing the skill that is labelled on the board under the pegs. For example, with a series of paper shapes under the pegs, the students can match the throwing devices with the shapes under the pegs. The students then toss a square toss around the peg labeled square, and a circle around the peg labeled circle.

I D E A S ***



Poster board, make one for each sound.

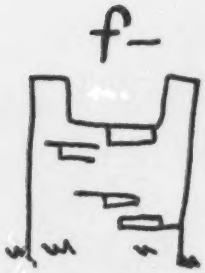
Make a large pocket out of material scrapes.

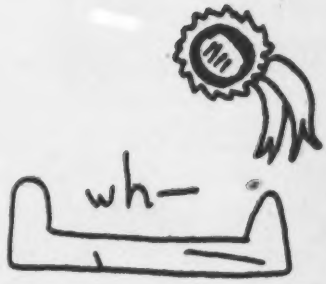


box of pictures

Student fills card with pictures beginning with sound on card.

Collect small objects beginning with "p" sound. Put them in the pocket; have the children add to the pocket...children tell each other what is in the pocket.





Discuss horse shows. Find out what the children know. Describe the jumping class in a horse show. (Or encourage a child to do this.) Have children cut out pictures of horses in magazines. Put jumps on the board with sounds over each jump. Child takes horse and goes over each jump by saying the sound and later a word that begins with that sound. Tiny blue ribbon for perfect jumps!

(This game was created by children in a kindergarten class.)

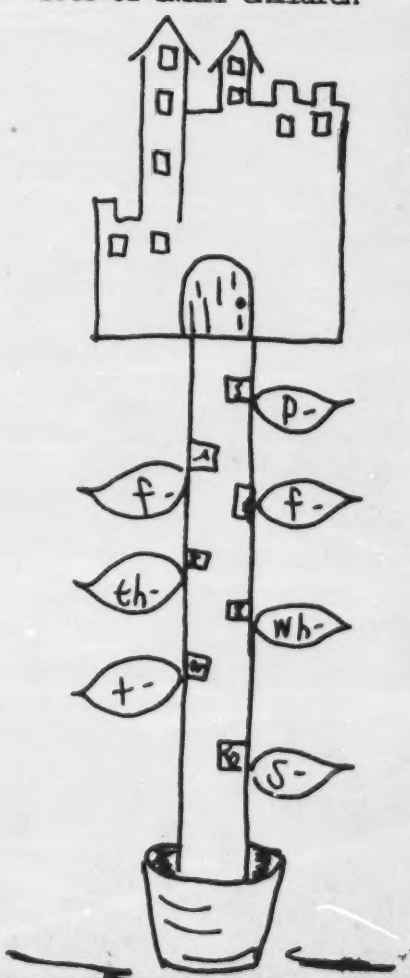
I D E A S ***

Draw or make a large tree of construction paper; put it on a bulletin board. Paste a picture at the base of the trunk; print the beginning sound of the object on the trunk. Instruct the children to find other pictures in magazines that begin with the same sound. Cut out the pictures and paste them on the tree. Children may play games naming the object on the trunk and all the pictures on the tree.

Materials: magazines
scissors
glue
construction paper
paint (tempera)
lots of small children

Make a beanstalk out of a cardboard cylinder. (About 4 feet high more or less.) Plant it in plaster of paris in a plastic bucket; glue a castle on top. Cut slots in the side of the cylinder for poster board leaves to fit in. Put beginning sounds on leaves; glue matching pictures above slots on beanstalk. Children match leaves to pictures to get up the beanstalk to capture the golden eggs. (Yellow jelly beans.)

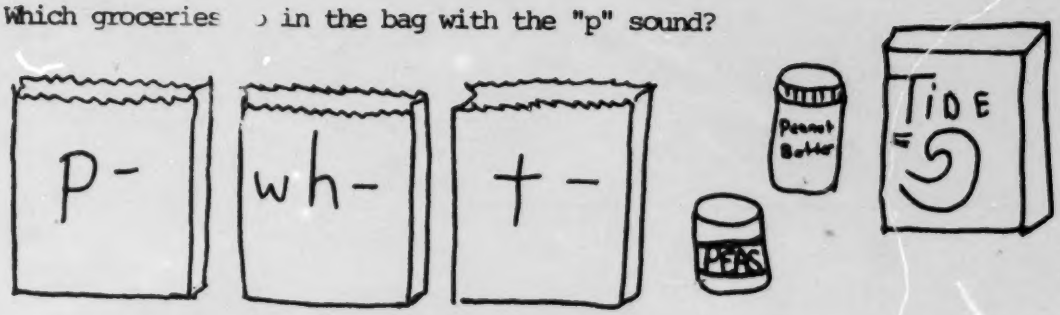
Materials: cardboard cylinder
green tempera paint
green poster board
plaster of paris
plastic bucket
glue
jelly beans



I D E A S ***

GROCERY STORE

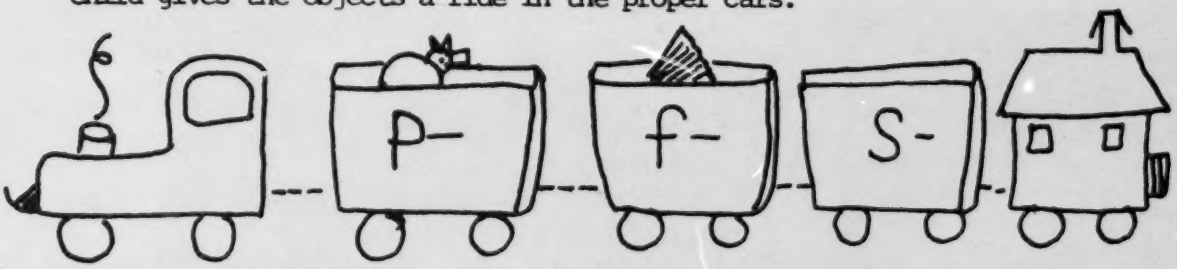
Which groceries go in the bag with the "p" sound?



Materials Needed: Paper grocery bags
Empty grocery boxes
Jars
Cans, etc.

PHONICS TRAIN

Child gives the objects a ride in the proper cars.

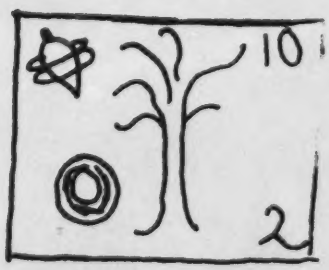


Materials Needed: Empty cartons (milk, etc.)
Small objects which begin
with p, f, t, wh, s, wh...etc.

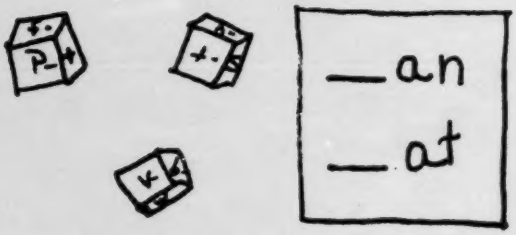
MAGIC BOARD

Child circles pictures that correspond to the sound at the top of the sheet with magic marker.

Materials Needed: Small pictures
Large Poster paper
Clear contact paper
Water based magic marker

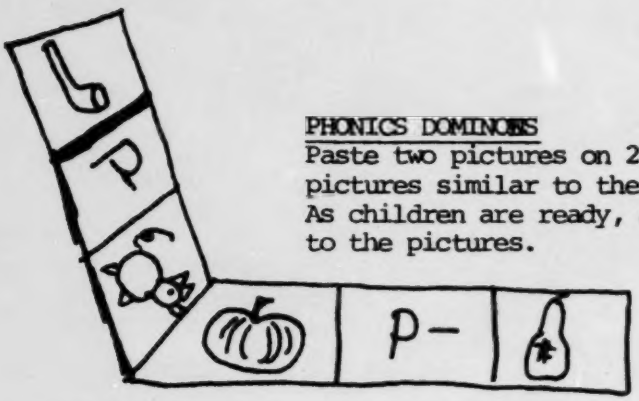


I D E A S ***



Mark wooden cubes or cardboard cubes with consonant sounds. Make card out of oaktag.

Child tosses cube—places letter on card to make a word.



PHONICS DOMINOES

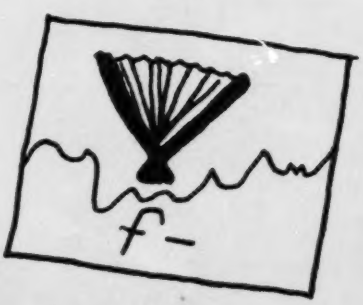
Paste two pictures on 2" x 4" cards. Child matches pictures similar to the game of dominoes.
As children are ready, addconsonant sounds in addition to the pictures.

BASEBALL

Write endings (-in, -an, -and, etc.) on paper baseballs. Write consonant sounds on paper strip. Pull through ball, call out words.

PUZZLES

Paste picture on oaktag. Write consonant sound below. Cut apart to make puzzle. Cover with clear contact paper for protection.



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* Excellent Paperbacks